External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education
Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Mary Bramlett Elementary

District: Cherokee 1

Principal: Dr. Tom Abbott

Superintendent: Dr. William James

FOCUSED SCHOOL RENEWAL PLAN
2008–09

Rationale

Provide the rationale for the FSRP goals and the expected outcomes for the 2008–09 school year.
Provide data that supports the FSRP goals and the expected outcomes.

Mary Bramlett is a small inner city elementary school located in Cherokee County. While the textile industry flourished, the community was prosperous. The closing of these industries, however, caused a "great depression" for this community. Many residents moved away while others remained unemployed or worked for minimum wages. Parents of MBES children typically work as caregivers, cashiers, or at fast food restaurants. Of those children who are zoned for the Mary Bramlett area, 74% live in single-parent homes. Most are residents of public housing or single dwelling rental property. Twenty-five percent live in extended family homes. According to our recent 21st Century Grant data, Mary Bramlett has far more struggling students than schools in SC with similar populations.

Mary Bramlett operates on a year-round schedule. For the school year 2008-2009, the enrollment is 270 students in grades 3k-5. Twenty percent of our students are transient. Our attendance rate is about 95%, slightly above the district average. Ninety-five percent of our children receive free or reduced lunch and 73% have academic assistance plans. Sixty-three students have IEP's, 59 students live with chronic medical conditions, 58 have vision referrals, 50 have dental referrals, and there is 1 hearing referral. Fifty-seven percent of our children are African-American, 27% percent are white, 10% are Hispanic, and 6% are of Asian Pacific descent. We currently have 24 certified teachers with 16 having an advanced degree.

Our 2008 PACT scores reveal a need for targeted instructional and other services.

In 2008, our strongest areas were:

- Third grade ELA with 81.8% at or above basic.
- Fourth grade math was the next highest with 61.3% at or above basic
- Third grade had the best science scores with 50% at or above basic

Our weakest areas were:

- Fifth grade science at 71.4% below basic
- Fourth grade science with 61.3% below basic

Overall:

- Nearly 50% of our students fail to score basic or above in ELA and Math. (see chart)

Other notable results:

- Third grade boys scored better in math with 64.3% at or above basic versus 42.9% for girls.
- Third grade boys scored better in science with 71.4% at or above basic versus 40% for girls.

- Fourth grade girls scored better in math with 73.3% at or above basic versus 50% for boys.
- Fifth grade boys scored better in math with 59.3% at or above basic versus 35.5% for girls.

Our 2008 MAP scores are encouraging but reveal a continued need for targeted instruction.

- On average, in math, students in grades 3-5 improved from 5 and 8 points between the fall and the winter MAP administration.
- On average, in reading, students in grades 3-5 improved from 6 and 10 points between the fall and winter MAP administration.
- Overall, between 50% and 70% of all students in grades 3-5 improved their math and/or reading score between the fall and winter MAP administration.

Our School Leadership Team, as well as the School Improvement Committee, met weekly during the spring, summer and early fall of 2008 to complete needs assessments and to review various assessments (Dominie, PACT, MAP, and science benchmarks). Teams discussed a variety of proven activities and strategies to address our students' needs. As these improvement strategies began to take shape, they were presented to the faculty, staff, parents and district office personnel for discussion and refinement. The consensus became clear; we should continue our focus on ELA and Math, especially in the areas of hands-on math activities and informational text. We also selected science as a major area of focus.

As a result in a change in school leadership for the 2008-2009 school year, several significant updates have been made to this plan. All changes and updates have been thoroughly reviewed by the School Improvement Council and the School Leadership team. A summary of the most significant updates include:

The goals chosen for this FSRP are planned around these three areas: ELA, Math, and Science. It is our belief that the strategies described will have the desired impact stated in our SMART goals.

NEEDS ASSESSMENT DATA CHART
(For Primary, Elementary and Middle Schools)

PACT: English/Language Arts *(percentage of students)*

Grade	***Below Basic***			***Basic***			***Proficient***			***Advanced***		
	2006	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
3	25.0	33.3	18.2	38.9	48.1	51.5	36.1	14.8	24.2	0.0	3.7	6.1

4	55.0	39.5	41.9	27.5	50.0	35.5	17.5	10.5	22.6	0.0	0.0	0.0
5	44.7	73.0	44.4	44.7	21.6	47.2	8.5	5.4	8.3	2.1	0.0	0.0

PACT: Mathematics *(percentage of students)*

Grade	***Below Basic***			***Basic***			***Proficient***			***Advanced***		
	2006	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
3	52.8	55.6	47.2	44.4	40.7	47.2	2.8	3.7	2.8	0.0	0.0	2.8
4	47.5	50.0	38.7	35.0	44.7	41.9	10.0	2.6	12.9	7.5	2.6	6.5
5	40.4	43.2	47.5	46.8	48.6	42.5	8.5	5.4	7.5	4.3	2.7	2.5

PACT: Science *(percentage of students)*

Grade	***Below Basic***			***Basic***			***Proficient***			***Advanced***		
	2006	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**	**2006**	**2007**	**2008**
3	66.7	85.7	50	33.3	14.3	38.9	0.0	0.0	11.1	0.0	0.0	0.0
4	65.0	81.6	61.3	25.0	13.2	32.3	7.5	5.3	3.2	2.5	0.0	3.2
5	74.5	5.6	73.4	19.1	5.6	19.0	0.0	11.1	4.8	6.4	0.0	4.8

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategic**

July	August	September	October	November	December	January	February	March	April	May
*District staff dev. (Thinking Maps, Math Bridge document, Science curriculum, ELA curriculum) *SRA assessment *Science pre-test *Begin grade level meetings *Begin School Leadership Team meetings	*ERT Process Orientation *Ongoing staff dev. on Thinking Maps *Begin to monitor science in the classroom *Fall MAP assessment *Monitor independent reading *Monitor lesson plans *District Writing Benchmark *Conduct Teacher Observations *Continue grade level meetings *Continue School Leadership Team meetings	*Begin to analyze fall MAP data *Ongoing staff dev. on Thinking Maps *Continue School Leadership Team meetings *Science lab equipment and materials in Place *Continue grade level meetings *Monitor the scope and sequence for Math, ELA, Science, Social Studies *Begin Study Groups	*Ongoing staff dev. on Thinking Maps *Monitor lesson plans *Continue School Leadership Team meetings *Continue grade level meetings *Monitor student science journals *Continue Study Groups	* Monitor number of lab experiment for grades 3-5. *Ongoing staff dev. on Thinking Maps *Continue grade level meetings *Continue School Leadership Team meetings *Continue Study Groups	*SRA Re-assessment *Writing Benchmark *Ongoing staff dev. on Thinking Maps *Continue grade level meetings *Test Analysis for all ELA, Science, Math *Continue School Leadership Team meetings *Monitor the scope and sequence for Math, ELA, Science, Social Studies *Continue Study Groups	*Ongoing staff dev. on Thinking Maps *Continue grade level meetings *Continue School Leadership Team meetings *Continue Study Groups	*Ongoing staff dev. on Thinking Maps *Begin grade level meetings *Continue School Leadership Team meetings *Continue Study Groups	*PASS Writing Test *Continue grade level meetings *Begin MAP assessment *SRA Post-test *Complete all data analysis and compare all pre and post test for grades 3-5 *Complete MAP analysis and compare winter and fall scores Prepare report for State visit *Ongoing staff dev. on Thinking Maps *Continue School Leadership Team meetings *Continue Study Groups	*Continue grade level meetings *Ongoing staff dev. on Thinking Maps *Continue School Leadership Team meetings *Continue Study Groups *Writing Benchmark *Science Post test	* PASS ELA, Math, science, social studies testing *Ongoing staff dev. on Thinking Maps *Continue School Leadership Team meetings *Continue grade level meetings *Continue Study Groups

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1: **By April 1, 2009, at least 70% of students in grades 3 through 5 will improve their district science benchmark test score by at least 15% from the fall 2008 to the spring 2009 administration.**

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide focused and stimulating lessons (lessons comprised of Higher Order Thinking Skills) using district science standards, the district science curriculum, and flipcharts.	4K-5 teachers, district science coach principal, assistant principal	July, 2008	The scope and sequence guide will be used as a checklist to monitor the number of lessons prepared. Lesson plans and observation data using the district's Teacher Observation Database will be used and feedback will be given to document and analyze science lessons both in the classroom and in the science lab. Stimulating hands-on science lessons will build interest in science content. Every 4K-5 teacher will be observed conducting science lessons and receive written feedback no fewer than 10 times before April 1, 2009. Science lab manager, district science coach, principal, assistant principal
Using district and state science curriculum standards, students will be provided with opportunities to participate in standards-based hands-on science lessons in a science lab.	4K-5 teachers, district science coach, science lab manager, principal, assistant principal	Sept., 2008	Lesson plans and lab sign-in sheets will indicate student participation in scientific investigations on a regular basis as well as understanding and properly using equipment and process skills as they relate to science, ELA, and math. 4K-5 teachers, district science coach, science lab manager, principal, assistant principal
Provide science vocabulary words and charts to be posted in the regular classroom and in the lab as science Word Walls. The vocabulary words will be derived from the content presented in the district science curriculum and will serve to "connect" the science lab with the regular classroom and to reinforce comprehension of science vocabulary.	4K-5 teachers, district science coach, science lab manager, principal, assistant principal	July, 2008	Science vocabulary words will be visible on classroom walls, in student science journals and in teacher lesson plans. Students' written reflections will indicate usage (comprehension) and understanding of the science vocabulary Word Wall. 5K-5 teachers, district science coach, science lab manager, principal, assistant principal
Provide science journals/responses to record	4K-5 teachers,	Sept.,	Student journals will be reviewed and analyzed weekly to

science notes and reflections.	district science coach, science lab manager, principal, assistant principal	2008	document how students record, organize and analyze notes from investigations, class work and special projects. 4K-5 teachers, district science coach, science lab manager, school ELA coach.
All students in grades 4K-5 will participate in small group and individual science projects, a school-wide science fair, and a parent science night.	4K-5 teachers, science fair committee, district science coach, principal, assistant principal	Sept., 2008	Science activities and projects will be monitored and analyzed weekly for scientific content and knowledge of the scientific process. A scoring rubric will serve as an indicator of effective application of the scientific process. 4K-5 teachers, science fair committee, district science coach, school parenting assistant
Technology such as computer-based microscopes and temperature probes, Promethean boards and streaming video will be used to make science lessons stimulating and interesting to students.	district science coach, principal, assistant principal	July, 2008	Teacher lesson plans and observation data using the district's Teacher Observation Database will be used to document and analyze science lessons for use of technology. Every 4K-5 teacher will be observed conducting science lessons and receive written feedback no fewer than 10 times before April 1, 2009. District science coach, principal, assistant principal

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, at least 70% of students in grades 3 through 5 will increase their MAP reading score by at least eight points from the fall 2008 to the spring 2009 MAP administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
All teachers 4K-5 will implement and use Thinking Maps Language for Learning strategies to increase students' reading comprehension.	4K-5 teachers, in-house teacher-trainers, principal, assistant principal, school ELA coach	July, 2008	Professional development schedules and agendas will document the training and observation process. Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed to document the use of all Thinking Maps strategies by all 4K-5 teachers. If necessary, additional teacher observations, training or conferences will be held and documented to indicate complete implementation. Principal, assistant principal, school ELA coach
Provide small group, targeted instruction using SRA, Single-gender, Dominie, and RIT scores.	Teachers, ELA interventionist, ELA coach, principal, assistant principal	July, 2008	Schedules and lesson plans will be analyzed to document specific efforts to provide targeted small-group instruction. Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed to document the effective use of targeted small-group instruction. ELA coach, principal, assistant principal
Provide effective targeted instruction to identified students from an ELA interventionist using both pull-out and push-in models.	ELA Interventionist, ELA coach, principal, assistant principal	August, 2008	Schedules, lesson plans and observations using the district's Teacher Observation Database will be reviewed and analyzed to determine effective instructional quality and time for pull-out or push-in ELA strategies. ELA coach, principal, assistant principal
Provide ongoing professional development in ELA using a variety of resources.	ELA coach, outside consultants, assistant principal, district coaches	August, 2008	Records of attendance, agendas and other indicators of professional development activities which support effective ELA and cross-curricular teaching strategies will be maintained and analyzed to document professional growth. Results of observations using the district's Teacher Observation Database will be used to document effectiveness or to target additional resources to individual teachers or staff members.

			ELA coach, principal, assistant principal
Provide learning opportunities designed to improve fluency such as Reader's Theater, read-alouds, partner reading, re-reading stories, Morning Bear activities and listening centers	4K-5 teachers, ELA coach, Consultants, Principal, Assistant Principal	August, 2008	Teacher conferencing with individual students will indicate the effectiveness of fluency initiatives. Weekly classroom observations using the district's Teacher Observation Database will be reviewed and analyzed to document the effective use of fluency-building techniques. Every 4K-5 class will present at least one culminating celebration of learning that highlights student fluency. 4K-5 teachers, ELA coach, principal, assistant principal
Provide teachers and student with necessary materials to support daily standards-based instruction.	4K-5 Teachers, Principal, Assistant Principal, ELA Coach	August, 2008	Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed to document the use of standards-based instructional materials by all 4K-5 teachers. If necessary, additional teacher observations, training or conferences will be held and documented to indicate standards-based instruction. Principal, assistant principal, ELA coach.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 70% of students in grades 3 through 5 will increase their MAP math score by at least eight points from the fall 2008 to the spring 2009 MAP administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Math-Out-of-the-Box will be used to promote the understanding of math concepts and processes through proven stimulating hands-on, inquiry-based activities.	K-5 teachers, math coaches, principal, assistant principal	July, 2008	Observation data using the district's Teacher Observation database will be used to document and analyze teacher use of the Math-Out-of-the-Box curriculum. If necessary, additional teacher observations, training or conferences will be held and documented to indicate complete implementation. Observations from district math coaches will provide additional data to support successful implementation. New up-to-date MOOTB kits will be provided to all grade 1-5 teachers. District math coaches, principal, assistant principal
Math-Out-of-the-Box vocabulary words will be introduced, taught and displayed on classroom "Math Word Walls" to support and reinforce the MOOTB curriculum.	5K-5 teachers, math coaches, principal, assistant principal	July, 2008	Math-Out-of-the Box vocabulary words will be visible on classroom walls, in student math journals and in teacher lesson plans. An analysis of students' daily written reflections will indicate usage (comprehension) of the MOOTB vocabulary. District math coaches, principal, assistant principal
Small-group, individualized math instruction based on students' RIT bands will be provided.	Grade 2-5 teachers	August, 2008	Schedules and observations using the district's Teacher Observation Database will be collected and analyzed to indicate RIT band instruction. Samples of individual teacher schedules and lesson plans will be reviewed on a weekly basis to substantiate RIT band instruction. Observations using the district's Teacher Observation Database will be used to document effective small-group math instruction. District math coaches, principal, assistant principal
Teachers will use supplemental materials such as, Calendar math, Touch Math, PACT Coach, AIMS and the district's recently completed math bridge document to plan and deliver differentiated instruction.	4K-5 teachers, district math coaches, principal, assistant principal	July, 2008	Lesson plans will be monitored for specific strategies, materials, and instruction. Multiple observations will be conducted using the district's Teacher Observation Database to document and analyze teacher use of differentiated instruction techniques. District math coaches, principal, assistant principal

Targeted grade 3-5 students will be encouraged to attend after school programs and intercessions to address individual needs and to extend learning opportunities.	Grade 3-5 teachers, Boys & Girls Club, intercession teachers, supplemental services tutors, assistant principal, parenting coordinator and parenting assistant	August, 2008	Attendance records, lesson plans, observations, records of activities and parent/student surveys will indicate student participation in extended learning initiatives. Boys & Girls Club staff, assistant principal, parenting coordinator and parenting assistant.
Selected teachers will serve on the district math curriculum committee to identify and design lessons to strengthen the Math-out-of-the-Box curriculum. Participating teachers will serve as in-school math "experts", in partnership with district math coaches, to support school-wide math instruction.	Selected grade 1-5 teachers, math coaches, principal, assistant principal	August, 2008	Lesson plans will be monitored for use of both the Math-out-of-the-Box and bridge document lessons. Notes from grade level meetings will document conversations between teachers, school and district curriculum leaders concerning math curriculum issues. Principal, assistant principal, math curriculum committee participants.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will provide leadership in science instruction for all students in grades 3K-5 to engage in at least twenty standards-based hands-on science lessons in the science lab with the goal of having at least 70% of students in grades 3 through 5 improve their district science benchmark test score by at least 15% from the fall 2008 to the spring 2009 administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide a classroom conducive to hands-on science instruction and hands-on lessons, equipped with basic scientific materials and supplies, including safety supplies.	Principal, Assistant Principal, district science coach	Sept., 2008	Photographs, schedules and lesson plans will be collected and analyzed to determine science lab usage. Further evidence will be collected and reviewed using the district's Teacher Observation Database. Every 3K-5 teacher will be observed conducting science lessons and receive written feedback no fewer than 10 times before April 1, 2009. Principal, assistant principal, district science coach
Hands-on science instruction will be facilitated by a science lab proctor to help organize, set-up and conduct experiments and activities that support the district's science curriculum.	Principal, assistant principal, Lab proctor, science coach	Sept., 2008	Photographs, schedules and lesson plans will be collected and analyzed to determine science lab usage. Further evidence will be collected and reviewed using the district's Teacher Observation Database. Every 3K-5 teacher will be observed conducting science lessons and receive written feedback no fewer than 10 times before April 1, 2009. The science lab proctor will be observed no fewer than 10 times before April 1, 2009 organizing and assisting teachers with the effective operation of the science lab. Principal, assistant principal, district science coach
Teachers will be provided with time and resources which support professional development in hands-on science instruction.	Principal, assistant principal, District science coach	July, 2008	Agendas and notes from grade-level and other meetings will be collected and analyzed to indicate collaborative efforts between administrators, teachers, and coaches which support professional development activities. Principal, assistant principal, district science coach
Promote the use of technology in science instruction by providing professional development on how to incorporate United Streaming and Science Probes into the science curriculum.	Teachers, technology coaches, district science coach	July, 2008	Agendas and notes from in-service sessions and other meetings will be collected and analyzed to document the use of United Streaming and Science Probes. Schedules and observations using the district's Teacher Observation Database will be used to indicate the use of United Streaming and science probes by all grade 5K-5 teachers. Principal, assistant principal, district science coach

Student achievement in science will be supported through parent involvement by providing time for parents of children in grades 2-5 to visit the science lab and to observe students using the lab for standards-based hands-on lessons.	Grade 2-5 teachers, Principal, assistant principal, parenting assistant, science lab manager, district science coach.	August, 2008	Letters, agendas, notes, photographs and written parent feedback will be collected and analyzed to indicate parent involvement in standards-based hands-on science lessons in the science lab. Eighty percent of grade 2-5 parents or guardians will visit the lab to observe a hands-on science lesson at least one time before April 1, 2009. Increased science literacy among parents will allow them to better support the science curriculum at home. Grade 2-5 teachers, principal, assistant principal, parenting assistant, science lab manager, district science coach.
Students will be shown the relevance of science content by being exposed to science-related careers presented by outside speakers and guests who will share background information about their work and career preparation.	Teachers, principal, assistant principal, guidance counselor, science coach	Sept, 2008	Letters, agendas, notes, photographs and other documentation will be produced and collected to indicate the promotion of science careers by guest speakers, videos and other sources. Reflection activities with the students after the visits will serve as indicators of students' connections with science-related careers as well as assist in building interest in science careers through improved research and writing skills . Teachers, principal, assistant principal, guidance counselor, district science coach

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership 2: By April 1, 2009, the principal will have provided on-going staff development to faculty and staff in grades K3-5 that will increase student achievement in math and reading as measured by at least 70% of students in grades 3 through 5 improving their MAP math and MAP reading scores by at least eight points from the fall 2008 to the spring 2009 MAP administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Provide teachers with knowledge and expertise on how to analyze and write standards-based assessments in ELA, math and science.	Principal, assistant principal, consultants, district math, ELA and science coaches	August, 2008	Teacher lesson plans and assessments will be collected and analyzed on a weekly basis to indicate the effective preparation and use of standards-based assessments that identify student strengths and weaknesses on ELA, math and science standards. Principal, assistant principal, consultants, district math, ELA and science coaches
Provide professional development, including resources and support, for the full implementation and use of Thinking Maps Language for Learning in grades 3K-5.	Principal, assistant principal, school and district Thinking Maps trainers, district and school math and ELA coaches	July, 2008	Professional development schedules, agendas and budgets will document the training, implementation and observation process. Bi-monthly Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed for the use of all Thinking Maps strategies by all 3K-5 teachers. If necessary, additional teacher observations, training or conferences will be provided. Principal, assistant principal, Thinking Maps trainers, district math, ELA and science coaches
Provide professional development, including resources and support, on how to integrate science into math, ELA, social studies by all teachers in grades 3K-5.	Principal, assistant principal, science coach, consultants, school and district ELA coaches	July, 2008	Professional development schedules, agendas and budgets will document the training and implementation of strategies that integrate science into math, ELA and social studies. Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed for the use of integrated activities by all 3K-5 teachers. If necessary, additional teacher observations, training or conferences will be provided. Principal, assistant principal, science coach, school and district ELA coaches.
Provide professional development for teachers in grades 4K-5, including resources and support, on how to incorporate materials and strategies such	Principal, assistant principal, math	August, 2008	Professional development schedules, agendas and budgets will document the training and implementation of strategies that support the integration of materials and

as AIMS, Calendar Math and Touch Math, with Math-Out-of-the-Box.	coaches		strategies such as AIMS, Calendar Math and Touch Math with Math-Out-of-the-Box. Observations using the district's Teacher Observation Database will be reviewed and analyzed for the use of integrated activities by all 4K-5 teachers. If necessary, additional teacher observations, training or conferences will be provided. Principal, assistant principal, math coaches
Promote the use of technology for all teachers in grades 3K-5 in all core subjects by providing professional development on how to incorporate video conferencing, Web-based instruction and Promethean board activities into daily core subject lessons.	Principal, assistant principal, technology coaches	August, 2008	Professional development schedules, agendas other written documentation will indicate the training and implementation of strategies using technology such as video conferencing, Web-based instruction and Promethean board activities in all 3K-5 classrooms. Observations using the district's Teacher Observation Database will be reviewed and analyzed for the use of technology. If necessary, additional teacher observations, training or conferences will be held. Principal, assistant principal, technology coaches

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will provide on-going administrative and instructional support through additional services, materials and personnel to enhance the educational experiences of all students at Mary Bramlett Elementary School as measured by at least 70% of students in grades 3 through 5 improving their MAP math and MAP reading scores by at least eight points from the fall 2008 to the spring 2009 administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Academic coaches will work with teachers at Mary Bramlett Elementary in the primary areas of math, literacy, science, and early childhood in grades 4K-5.	Assistant Superintendent for Instruction, Elementary Coordinator, district academic coaches	July, 2008	Records of professional development activities, communications, professional books, model lessons, curriculum guides, teacher observations, and monitoring progress with the district scope and sequence for each core subject area will be maintained and analyzed weekly to document instructional support by district coaches. District math, ELA and science coaches
Technical support for Math-Out-of-the-Box, an inquiry-based instructional program, will be provided for all teachers in grades 5K-5.	Assistant Superintendent for Instruction, Elementary Coordinator, district academic coaches	July, 2008	Records of professional development activities, communications, professional books, model lessons, curriculum guides, teacher observations, and monitoring progress with the district scope and sequence for Math-Out-of-the-Box will be maintained and analyzed weekly to document instructional support by district math coaches. District math coaches
The district will provide up-to-date curriculum guides that include a specific scope and sequence as well as periodic assessments for ELA, Math, Science and Social Studies.	Assistant Superintendent for Instruction, Elementary Coordinator, district academic coaches	July, 2008	Records and copies of the district curriculum guides, teacher observations, and district benchmarks will be analyzed weekly to document the presence and use of curriculum guides in ELA, math, science and social studies. District ELA, math and science coaches
The district will assist in the development of a science lab at Mary Bramlett Elementary. Support will be provided for the implementation of hands-on instruction and the regular use of state adopted science kits.	Assistant Superintendent for Instruction, Elementary Coordinator,	July, 2008	Records of the use of science standards, science curriculum, use of technology, the purchase of science kits and materials, pictures, scheduled lab experiments, science projects, science fairs, and the use of science benchmarks will be analyzed weekly to indicate student

	district science coach		engagement and effective implementation of hands-on science instruction. District science coach

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the school district will have provided on-going administrative support and staff development designed to enhance the educational experiences of all students at Mary Bramlett Elementary School as measured by at least 70% of students in grades 3 through 5 improving their MAP math and MAP reading scores by at least eight points from the fall 2008 to the spring 2009 administration.

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Support will be provided to all 3K-5 teachers to implement and use Thinking Maps Language for Learning strategies to increase student reading comprehension.	Assistant Superintendent for Instruction, Elementary Coordinator, Thinking Maps trainers	July, 2008	Professional development schedules and agendas will be analyzed monthly to document the training and observation process. Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed to confirm the use of all Thinking Maps strategies by all 3K-5 teachers. If necessary, additional teacher observations, training or conferences will be held. District Academic Coaches, principal, assistant principal
The district will plan, fund and implement an Administrators' Leadership Academy to strengthen leadership knowledge and skills in the areas of assessment and instructional leadership.	Assistant Superintendent for Instruction, Director of Educational Programs	June, 2008	Leadership Academy agendas, schedules, books and other written documentation will be maintained and analyzed to indicate activities that support effective assessment and instructional leadership behaviors. Director of Educational Programs, Elementary Coordinator
High-quality ELA instruction will be supported through on-going school-based study groups and workshops.	District Title I coordinator, Elementary Coordinator, school ELA coach	June, 2008	Study group schedules and agendas will document the study of best practices in English/Language Arts instruction weekly. Classroom observations using the district's Teacher Observation Database will be reviewed and analyzed weekly to document the use of best practice strategies and activities by all 3K-5 teachers. If necessary, additional teacher observations, training or conferences will be held. Title 1 Coordinator, ELA coach

Focused School Renewal Plan
2008-09 School Year Implementation
Title and Description of Each Program Initiative Included in the FSRP

We added Math-Out-of-the-Box, Activities Integrating Math and Science (AIMS), and the Scientific Research Associates (SRA) to supplement our district curriculum in order to provide children the best instructional practices and activities. After the intensive implementation, we have seen great improvement in students' reading and math achievement.

Scientific Research Associates (SRA)

Scientific Research Associates, (SRA), helps students with decoding of words and comprehension. One component of the program is Corrective Reading designed for struggling third graders to adults. The students take the SRA pre-assessment to determine level of mastery; a post-assessment can be given before or after the 35 lessons have been taught. The assessment categorically determines the student's level of mastery as (A), (B1), (B2), and (C), and these levels are ranked from lowest to highest, level (C) being the highest. The intensive instruction is direct, methodical, and planned with precision as what to say and what actions are to take place. Selective teachers are assigned to teach one of the reading levels (A, B1, B2, C), and according to the student's score, he or she is assigned to the teacher who teaches that same level. A daily schedule of a fifty-minute block of SRA provides small group instruction. We have seen an average 9-point gain from the 2007 fall MAP assessment to the winter 2008.

Math-Out-of-the-Box

Math-Out-of-the-Box has been proven to have made a significant difference in how students learn math. We implemented this concept in grades 1 through 5 allowing 90 minutes of instruction. It is, by design, an inquiry-based curriculum accessible to students, teachers, and parents, and it is supported research-based activities from the *National Council of Teachers of Mathematics' Principles and Standards for School Mathematics (NCTM, 2000).* The lessons are designed with both teacher and student to build a community of learners that will share ideas and question each other about their investigations. The lessons begin with whole-group instruction where students and the teacher brainstorm together to develop a representation or generalization of familiar and unfamiliar math concepts. To reinforce the generalizations, students work in small collaborative groups using manipulatives to affirm their findings or to inspire other mathematical connections. After each student writes to show his or her own mathematical thinking, the lesson ends with another whole-group discussion. After implementing Math-Out-of-the-Box, we saw an average 6-point gain from the 2007 fall MAP assessment to the winter 2008.

Activities Integrating Math and Science

Science and math are also our students' weakest area of academics but by using Activities Integrating Math and Science (AIMS), we can provide differentiated instruction to meet the individual needs of all of our students. The hands-on materials are challenging and the materials are developed to serve all students at all stages of readiness. AIMS has provided staff development at least three times this year for our teachers and students. AIMS professional development workshops are customized to meet state standards including Mathematics from the *National Council of Teachers of Mathematics and National Science Education Standards from the National Research Council of National Academy of Science.* The AIMS representative has been able to develop flip-charts on the promethean boards…giving the classroom a second teacher when needed.

Footnotes:

Math Out of the Box, Moss, Dorothy, Diaz, Dr. Donna, Moss, Dr. William, Center for Excellence in Science and Mathematics Education Technical Report Volume1, Number 2, March 4, 2006

Activities Integrating Math and Science Education Foundation (AIMS), Fresno California 2006

Scientific Research Associates (SRA)/The McGraw Hill Companies, 1938-2000
https://www.sraonline.com/about_histore.htlm